

UNESCO

Higher Education in Albania

By Prof. VLADIMIR MISJA
Docent ARQILE TETA
Docent ADRIATIK KALLULLI

Monographs on Higher Education
edited by: W. VOLLMANN

CEPES
Bucharest 1986

HIGHER EDUCATION IN ALBANIA



TABLE OF CONTENTS

<i>Preface</i>	9
<i>Foreword</i>	11
1. A Brief History of the Development of Higher Education in Albania..	12
2. The Purposes and Tasks of Higher Education	17
3. Organization and Administration of Higher Education Institutions....	19
4. The Teaching Plans	23
5. The Admission of Students	26
6. Research and Higher Education	28
7. Academic Staff Members and Their Qualifications	31
7.1. Faculty ranks and academic degrees	31
7.2. The academic staff structure	32
7.3. Postgraduate studies	33
8. Other Significant Changes in the Structure of Higher Education	36
8.1. The promotion of women in higher education	36
8.2. The social composition of the higher education population	37
8.3. Aspects of the geographical development of higher education ..	38
9. The Physical Facilities of Higher Education Institutions	39
9.1. University libraries	40
10. International Relations	41
11. List of Tables	42

PREFACE

This volume on Albanian higher education is a most welcome addition to the current series of monographs on national systems of higher education, especially at a time when there is a growing interest in Albania among specialists and experts concerned with comparative higher education.

This monograph depicts in detail the coming of age of higher education in a country which until after the Second World War did not possess a single institution of tertiary education. In the aftermath of what was a very difficult period, Albania first raised the general level of primary and secondary education and then harmoniously and efficiently constructed a complete system of higher education around it, taking particular care to achieve a constant interchange between the growing economic forces and the academic world. Information provided here indicates that despite limited resources, Albania successfully established a system of economically well adapted institutions of higher learning, the dynamism of which seems to play a significant role in Albanian society. Major features of higher education in Albania concern the relative youth of students, the high participation rate of women students, the constant integration of learning, productive work, and military training, and the importance given to well-structured postgraduate programmes.

The European Centre for Higher Education wishes to express its thanks to the Ministry of Education of Albania and the National Commission for Unesco of Albania which were instrumental in preparing this monograph for our Centre. Special thanks also go to the authors, Professor V. Misja, Docent A. Teta, and Docent A. Kallulli.

The final editing was completed by Wolfgang Vollmann, and the linguistic checking by Leland C. Barrows.

F. Eberhard
Director CEPES

FOREWORD

The purpose of this monograph is to present a summary of the birth, development, and fundamental characteristics of higher education in Albania. It will also describe the ways in which Albanian higher education is conditioned by the socialist conditions of the country.

The order in which the chapters making up the monograph proceed is a result both of the fundamental features of Albanian education, and of the requirements of the CEPES monograph series of which it is a part. In compiling the study, we have based ourselves primarily on the legislation and the respective documentation concerning higher education in Albania as well as on earlier publications that have been written about various aspects of the development of its higher education system. In addition, the authors have observed at first hand the functioning of Albanian higher education institutions.

The statistical information included in this publication has been derived from records of the Ministry of Education and Culture, the Directory of Statistics at the State Planning Commission, and from other sources of information on higher education.

We hope that this monograph will give as complete a picture as possible of education in Albania.

The authors

1. A BRIEF HISTORY OF THE DEVELOPMENT OF HIGHER EDUCATION IN ALBANIA

The People's Socialist Republic of Albania is located in the southwestern part of the Balkan Peninsula and covers an area of 28,748 sq. km. Its population in 1983 amounted to about 2.8 million inhabitants, 66 per cent of whom lived in the country-side and 34 per cent in towns. The average age of the population is about 26 years, with 35 per cent of it under the age of 15 and 43 per cent belonging to the 15—39 year-old age group. The predominance of youth creates favourable demographic conditions for the development of education.

The Albanian population is autochthonous, with a very ancient history, that is linked with that of the Illyrian inhabitants of the area.

The characteristic features of the social system of Albania as a socialist country are sanctioned in its Constitution which was adopted in 1976. Its economic system is based on the collective socialist ownership of the means of production. The alliance of the working class with the peasantry, both groups together comprising the overwhelming majority of the population, constitutes the basis of the socialist state in Albania.

The history of education in Albania is an integral part of the history of the Albanian people. Down through the ages, this history has been filled with struggles against foreign invaders who wanted to assimilate or to wipe out the Albanian people. Generation after generation, for centuries on end, the Albanian people have demonstrated their vitality and durability in struggles for their territorial integrity and educational and cultural development against all invaders. After countless wars and uprisings, they succeeded in proclaiming the independence of their country on November 28, 1912. But even after this moment, Albania remained a backward country subject to the influence of foreign powers.

The backwardness of Albania in the period before liberation was reflected in the educational level of its people. Before liberation, 80 per cent of the villages of Albania had no elementary schools, while its 11 secondary schools were concentrated in 6 cities and drew their pupils mainly from the sons and daughters of the ruling class. Consequently, 90 per cent of the population remained illiterate. Institutions of higher education did not exist. The few cadres with academic degrees, not more than 380 persons altogether, had completed their studies abroad. As students, they had had to study abroad on an individual basis.

After the establishment of the people's state power on November 29, 1944, Albania embarked on the course of socialist construction. During this period,

many reforms of a political, economic, and social character, the purpose of which was to set the country on the road to socialism, were carried out.

Among other things, the needs of socialist construction required specialists. In the first post-liberation years, the training of higher cadres still took place abroad, but it increasingly took place in a planned manner, in conformity with the needs of the socio-economic development of the country. The students who attended higher education institutions outside the country were drawn mainly from the ranks of those who had participated in the War of National Liberation, or were of working class or of poor peasant origin.

The results that were achieved in terms of the strengthening of the economy, and the carrying out of reforms of a profound socio-economic character created the conditions necessary for the development of higher education. The objective requirements for the development of Albanian society once it had been renovated made the creation of a system of higher education essential.

Higher education has been set up in Albania entirely with internal resources on the basis of the principle of self-reliance. It is inseparable from the entire educational and cultural development of the country. All the circumstances and successes of socialist life made the establishment of higher education possible and have continued to condition and to improve it. In the first years after liberation, the state power of the people strengthened the whole school system and gave life to the first embryos of higher education. Today Albania has a consolidated and crystallized system of higher education comprising the "Enver Hoxha" University of Tirana and many other advanced schools and institutes.

In order to understand the course of this crystallization and the very rapid development of the system of higher education, it is necessary to examine it within a setting which includes all the other types of schools. The rapid elimination of illiteracy inherited from the past, the implementation of compulsory eight-year schooling, the creation of a broad network of secondary schools of all types, along with an exceptionally broad mass participation in the question of learning, were factors which prepared the way for the birth and development of higher education.

The rapid extension of quality education on a mass scale was dictated by a series of circumstances and aims:

First: there was the political and social aspect. Included in the programme and aims of the people's power was the elimination of all inequalities and privileges. From being the privilege of only a minority, education and culture had to be made the possession of every member of society. The accomplishment of this task required an unrestricted development of education up to the highest levels, to include town and country dwellers of all generations and of both sexes.

Second: setting Albania on the road to socio-economic progress required the rapid development of the material-technical base. But no advanced economy, indeed, no development of productive forces can be achieved without education and science, without knowledge and culture, without cadres and specialists, that is, without the creation of a new and numerous intelligentsia, including all qualifications, so as to respond over time to all the needs of the country for development and for progress. In response to these objectives, higher education emerged and developed in Albania within the context of the creation of a new system of

education complete with all the necessary categories of schools, from the lowest to the highest, a veritable integrated whole.

The pioneer of higher education was the Higher Pedagogical Institute of Tirana, which was opened in 1946, immediately after the liberation of the country. Its purpose was to train teachers for the 7-year schools, which were being opened rapidly. Subsequently, during the years 1951—1954, several tertiary level institutes with four- or five-year courses were opened. They included the Polytechnic Institute, the Pedagogical Institute for the training of teachers for the principal branches of the secondary schools, the Agricultural Institute, the Institute of Economics, the Medical Institute, and the Law-School, all of which were intended to train higher cadres in the respective fields which they covered. All these institutes, with the exception of the Higher Institute of Agriculture that remained separate, were unified in 1957 to form the State University of Tirana, the principal centre of higher education in Albania. In that same year, 1957, the Shkodra Higher Pedagogical Institute, the second institute of its type, was opened.

In response to the growing needs of branches of the economy and other social activities, other higher institutes and schools were opened in later years as the need arose. The Higher Institute of Physical Culture, which trains physical education teachers and coaches for several types of sports, was opened in 1958. Intended to complement the secondary schools specialized in the arts, the Higher School for Actors, the Conservatorium, and the Institute of Figurative Arts were opened. In 1966, these institutions were merged to form the Higher Institute of Arts, which now offers training in 10 areas of specialization. Later, additional higher institutes were opened: the Higher Agricultural Institute in Korça, the Higher Pedagogical Institute in Elbasan, and the Higher Pedagogical Institute in Gjirokastra.

The fundamental characteristic of this process was its rapidity, especially in the first three decades after liberation. The comparative figures testify clearly to the advances that had been made in this field. Whereas in 1960, only a total of 690 students completed their studies in Albanian higher education institutions, this total had reached 3,757 by 1983. In that year, there were 8 higher education institutions in Albania which offered training to higher cadres in 70 specialities (see Table 1).

The development of higher education has been accomplished in harmony and in close connection with the rapid development of primary (8 years) and secondary education. In the year 1983, one out of every four inhabitants was attending schools, whereas before liberation, this ratio was one to eighteen. During the same period, the number of pupils and students rose from 56,300 to 713,500 (see Table 2).

During the period of socialist construction, not only has the level of schooling of the population risen, but the structure of the educated population has improved as well. Census information gives clear proof that the structural changes in question represent progressive trend. The proportion of the population with higher education qualifications is increasing, while the proportion with only elementary schooling is declining. For example, a comparison of the information drawn from the census of 1979 and that from the census of 1950 indicates that

the proportion of the population with no more than elementary schooling as against the total population has been reduced about 2.5 times, while that with higher education has increased more than sevenfold (see Table 3).

The rapid development of education in general and of higher education in particular is also linked to increased expenditures by the state for the needs of this sector, thus creating ever more favourable conditions for the working masses to steadily raise their educational and cultural levels. One indicator is the level of per capita expenditure. That for education and culture rose from 48 leks per person in 1950 to 261 leks in 1978 (see Table 4).

During the above period, the outstanding features of higher education were as follows: the creation and extension, within only a few years, of higher institutes which subsequently served as the basic components of the university; the admission of increasing numbers of students from all classes and strata of the population; the consolidation of those faculties and disciplines for which the country had the greatest need; the students' high pass rate and their devotion to work wherever the country needed them. The rapid development of higher education is an expression and evidence of a profound emancipation of the working masses, of an improved material-economic level, of greater possibilities for Albanian society to accumulate funds and to make investments, etc.

From the first years of the creation of higher education to the present day, admissions to higher education have been planned in advance. Planning methods have been steadily perfected. They have been able to ensure both the fulfilment of the needs of society and the availability of employment for all those who have completed their advanced studies. The Albanian state guarantees the right to employment immediately upon graduation commensurate with qualifications acquired through higher education. In Albania, graduates are never left unemployed. The risk of 'overproducing' intellectuals does not exist.

Along with the growth of higher education, its democratization and mass dissemination has also been pursued. These positive phenomena are encouraged not only by law, but also in practice, because young people of all social strata are given the possibility to participate in higher education. A series of measures of a profound social character buttress democratization. Higher education institutions charge no enrollment or tuition fees. The sons and daughters of families with the lowest income levels study on scholarships paid by the state. The other students too, those who do not receive scholarships, also enjoy numerous economic benefits because the state subsidises the student hostels, the dining rooms, the libraries, and many other necessary services. All students who study away from the places of residence of their families are housed in student residence halls at a nominal charge. The fee for a month's lodging in a residence hall with all the necessary facilities is equal to the cost of feeding a student for one day in a student dining hall. The food which is provided by the dining halls costs no more than what it would cost to feed the same student at home. Students buy their textbooks at prices well below the real costs of publishing them. When students undertake required practical work, the state pays the full costs (travel, food, experiments, scientific guidance, etc.) In certain disciplines and faculties, technical-scientific equipment is provided free of charge. Like all other members of society, students enjoy free medical treatment and the right to spend their summer holidays in

holiday hostels at a nominal charge. All these measures preclude the granting of any kind of social class privilege, and prevent any differentiation and polarization in higher education. It is thus, effectively, a right and a possibility for all.

The democratization of higher education has also been achieved by means of its development in a variety of forms and ways. It is available both full-time and part-time for employed students. Part-time higher education is offered in evening classes and by correspondence. Through part-time lessons, higher education is open to workers and other working people. From 1955 through 1975, at a time when there was a shortage of higher cadres, many people participated in these forms of higher education. Part-time education is accompanied by reduced hours of work without any reduction in the day's pay and with guaranteed paid leave for the sitting of examinations, the defence of diplomas, and other requirements of the instructional process. In this way, higher education serves to enrich the lives and to enhance the qualifications of working people, who, even though they continue their employment, are able to supplement their knowledge and culture and to link theory to practice in a systematic way. Many talented specialists who play an appreciable role in public life have emerged from the ranks of worker students.

Although Albania is a small country, it has not concentrated the whole system of higher education in the capital city. Affiliated branches of the University of Tirana have been created in the centres of a number of major districts. There are three pedagogical institutes and one agricultural institute. The practice is for teachers from the university to visit these centres, to deliver a number of lectures, to conduct examinations, and to supervise the defence of diplomas. For students in districts and places remote from the centre, this structure saves time and has economic advantages. Normally, all the mass organizations encourage working people to pursue higher education through evening classes or by correspondence.

Another characteristic feature of higher education in Albania is its planned development. As a fundamental characteristic of the whole of socialist construction, planning is particularly important for the proportional and optimal development of the various branches and sectors of the economy and of culture. The planned development of education permits those sciences and disciplines which are particularly needed by culture and production to grow and to flourish. It adjusts the proportions, as necessary, among specialists of different fields. It does not permit one stratum of specialists to claim superiority over the others. It permits the drafting and programming of plans for the future in connection with the cadres required. It has importance, also, for the students themselves and for the population as a whole, because it regulates the numbers of admissions in conformity with the present and future requirements of society. Thus it ensures employment for all those who graduate from the higher education institutions as well as their proportional distribution in different occupations and districts.

2. THE PURPOSES AND TASKS OF HIGHER EDUCATION

The institutions of higher education of Albania are specialized teaching, educational, and scientific institutions. They serve multiple purposes:

a) The preparation of highly qualified and broadly based specialists for the different branches of the economy and of culture, who have a Marxist-Leninist world outlook. Such specialists are expected to have the requisite scientific training, to be capable of putting into practice the achievements of contemporary science, to link theory to practice in the construction of socialist society, and to be ready to loyally defend the homeland.

b) The carrying out of scientific research based on the new achievements of science which assist in the development of the people's economy and culture.

c) The dissemination of new scientific knowledge and the training of scientific teaching cadres capable of engaging in teaching and research, in conformity with the requirements of given schools and research institutions.

d) The organization and carrying out of postgraduate training of the first and second levels and the long-term postgraduate specialization of experts in various fields of the economy and of culture.

e) Supervision of the preparation of textbooks and of other publications in conformity with the needs and demands of higher education.

The tasks of higher education stem directly from Albanian social reality which in this sense refers to existing conditions and needs and to the prospects of socio-economic development in the country. All teaching, educational, and scientific work in Albanian higher education institutions is pervaded by Marxist-Leninist ideology and is conducted on the basis of the harmonization of the three fundamental components of all institutions of higher education: lessons, productive labour, and physical and military education.

Productive labour and professional practice are compulsory for all students who attend full-time courses. Both contribute to their ideological education, as well as to their professional training.

In the technical and agricultural faculties, productive labour and professional practice are conceived of as being merged in terms of content and of organization. As a rule, this activity is carried out in production units chosen according to specialization. In the social-cultural faculties, productive labour takes place during the first two years; in the other faculties, it is accomplished in the form of professional practice sessions in conformity with the requirements of teaching plans. As a general rule, student projects include such projects as: the construc-

tion of railways and other industrial units, the clearing and preparation of new agricultural lands, the carrying out of tasks in enterprises and in farms, etc. As a rule, the instructors who are responsible for the supervision of the productive labour projects of students play active roles in their realization. The evaluation of student achievement in productive labour is expressed in terms of grades which are awarded by the instructors in collaboration with representatives of the enterprises and the agricultural cooperatives concerned.

The participation of students in productive labour gives them the chance to verify in practice the theoretical knowledge which they have gained and to become acquainted with the various problems of production.

Another reason why productive labour is a fundamental component of the Albanian system of higher education is that the country's society prepares its own intelligentsia according to its own aims and specifications. The contact on the job of students with workers and peasants, with the real difficulties and contradictions of life, helps them to better understand the scope of their own studies.

The other fundamental component of Albanian higher education is physical and military education. Both are obligatory for all students during their periods of full-time studies. They are required to master the Military Art of People's War. The physical and military training of students is carried out both in class during the semester and in the form of organized military camps. While undergoing their physical and military training, students are subject to all the obligations envisaged in their respective plans and curricula.

Physical and military training is an essential element of the whole of socialist education. It can in no way be construed as a militarization of higher education. On the contrary, given the fact that the whole Albanian population is made up of soldiers, Albanian school and student youth, too, are an organized detachment of this soldier population, the duty of which is to defend the Socialist Homeland. This training begins in the secondary schools, is supplemented in higher education, and for men, ends with a course of some months' duration after the completion of higher education.

3. ORGANIZATION AND ADMINISTRATION OF HIGHER EDUCATION INSTITUTIONS

The institutions of higher education, their faculties, and their affiliates are opened and closed by decision of the Council of Ministers of Albania which also determines the choices of disciplines and specialties to be offered at the undergraduate and postgraduate levels.

The chairs and scientific sectors, on the other hand, are established and eliminated by the Ministry of Education and Culture, on the recommendation of the institutions concerned. The opening of new branches and their closing depend directly on the needs of the country. The higher education institutions are dependent upon and financed by the Ministry of Education and Culture. Meanwhile, as determined by their specific character and the basic specialties for which they provide training, they have links of mutual aid and collaboration with concerned ministries. Thus the Faculty of Construction and Engineering is linked to the Ministry of Construction; the Faculty of Medicine, to the Ministry of Health; the Higher Institute of Agriculture, to the Ministry of Agriculture, etc. These regular and continuous links are of interest both to the faculties or institutions in question and to the central government departments which need qualified specialists in their respective fields of scientific research. The different courses of full-time studies extend over four to five years, except for the training programmes for elementary school teachers which last for only three years. The durations of given programmes are determined by decision of the Council of Ministers. The duration of part-time studies is one year longer than comparable full-time programmes.

The higher education system includes faculties, branches, affiliates, and scientific sectors. It also includes laboratories, libraries, museums, and hostels as well as other teaching, scientific, experimental, and auxiliary units. Rectors and assistant rectors, or directors and assistant directors, are appointed to supervise the management and smooth running of the teaching, the educational, and the scientific processes in the various institutions. They are assisted by other officials who are responsible to the rector or the director for administrative functions. For military and physical training, a commander of the unit or detachment which the institution forms is appointed and is responsible to the rector.

The management of all the types of higher education institutions is organized according to the principles of democratic centralism by which unified management is coordinated with socialist democracy. The teaching staffs as well as students contribute to the efficient running of all the work of the various institutes.

Their regulations and statutes, including those of hostels, scientific councils, chairs, etc., have been established with a view to harmonizing unified management with socialist democracy. Representatives of the students are effective members of these organizations with equal rights. They make up one-third of the memberships of the chairs and the scientific councils. Students take part extensively in the discussion and approval of teaching plans and programmes, and in the analysis of the teaching, educational, and scientific activities of the various institutions.

Higher education has been continuously improved, not only with regard to the quality and quantity of all the activities which it conducts, but also with regard to the structure and organization of its principal institutions and the contacts which they have with one another and with the scientific research institutions of the country, the enterprises, the centres of production, etc.

The rector (director), along with his deputies, constitute the *Rectorate* (Directorate). They guide and regulate all the teaching and research and the other educational and scientific work which is conducted in the various institutions. They are responsible for the postgraduate qualification and specialization of workers. They guide and regulate the establishment of teaching plans and programmes, the writing of textbooks, and the application of the plans in question according to a high ideological scientific standard. They ensure the integration of research and teaching in the higher education institutions and research links with the extra-university research and design institutions of the country. They also coordinate planning, funding, material bases, and human forces.

The highest academic forum of each institution (and within each institution of each faculty) is its *Scientific Council*, which is headed by its rector (director) or dean, in the case of faculty scientific councils. The *Scientific Council* is a collective, consultative organ for all the teaching and academic problems of faculties and institutions. It is the decision-making organ for the examination, proposal, and awarding of academic degrees and titles.

The *Scientific Council* is composed of the teaching and scientific personnel of the school, qualified workers from production and from other institutions, and representatives of the students. Students must constitute one-third of its membership. Although the latter take part in the discussions, they do not vote for the awarding of academic titles and degrees. The composition of the *Scientific Council* of the higher education institutions is approved every three years by the Ministry of Education and Culture; that of the *Scientific Councils* of faculties is approved every three years by the respective rector.

In addition to the proposal and approval of academic titles and degrees, the *Scientific Council*, also examines the plans, the programmes, and some of the most important publications, as well as the more serious problems which have to do with teaching and other academic aspects of higher education. It meets not less than three times a year. During its meetings and activities, it analyses the implementation and continual improvement of teaching plans, programmes, and textbooks, the progress of students, of postgraduate studies, and the harmonization of the three fundamental components of the respective schools. It determines the main directions of the work for the qualification of the teaching and academic staff, and the results attained through it.

Another forum of higher education institutions is the *Publications Council*, which is headed by the rector or, in the case of a faculty, by the dean. It assists in the supervision and publication of textbooks and other publications of the institution. The *Publications Council* is set up in those institutions which have been habilitated as publication units. They include the Enver Hoxha University of Tirana and the Higher Institute of Agriculture of Tirana.

The Faculty includes departments, chairs, and scientific sectors. Each faculty is directed by a dean, who is assisted by deputy deans. The number of deputy deans is determined according to the activity of the departments, including such considerations as the complexity of their organization and management, the courses of postgraduate specialization which they offer, and the links of their faculty members to production. The dean, together with his deputies, constitute the dean's council of the faculty. It ensures the full implementation of the orientations and decisions of state forums in connection with the sound training of advanced specialists in the three above-mentioned components, postgraduate specialization, and the conduct of scientific research activities. It takes measures to link theory as closely as possible to the practice of socialist construction and deals with a series of other tasks which emerge in the course of work.

The Chair is the basic unit of teaching and of scientific and educational work. It covers one subject or a number of related subjects and is directed by a chief. The fundamental task of the Chair is the sound ideological and scientific training of students. Research in those fields of science which are linked with the continuous improvement of the quality of teaching also occupies an important place in the activity of the Chair. It works for the continuous strengthening of the whole teaching, educational, and scientific process. One of its duties is to systematically follow the development of science and technology in the country, to study and to apply advanced experience in its respective fields, to place itself in the vanguard of scientific thinking in the respective theoretical fields, to carry out scientific studies and research, to master and disseminate modern methods of scientific research, and to reflect these achievements as best as possible in the teaching process. Teaching and research are obligatory for all the teaching and academic staff members of the *Chair*; both are fundamental components of their activities.

The research conducted by the Chairs is coordinated with that being conducted by related institutions, similar or related Chairs in other institutions, and in production and everyday practice. To carry out research in the most effective way, the Chair endeavours to associate workers in production, and is responsible for the postgraduate qualifications of its members. The *Chair* is composed of the members of the full-time teaching and academic staff, of associate instructors who teach certain subjects which it covers, of instructors drawn from affiliated institutions, of specialists drawn from the respective sectors, and of students who are elected each year by the youth organization and who make up one-third of the *Chair*.

The members of the *Chair* examine its teaching plans and discuss proposals for their eventual improvement. They propose and compile teaching programmes for all the different subjects covered. They discuss the results of teaching programmes and evaluate the scientific tasks of the Chair's full and part-time members.

They compile and examine textbooks and other such works and approve for publication those manuscripts, the compiling of which was their responsibility.

The *Chair* plans and undertakes scientific work and organizes and guides the academic qualifications of its members for the first and second levels of post-graduate qualification. It approves the teaching and research work loads of each member. The *Chair* organizes the systematic, independent work of students for each academic year as well as the research which they may carry out as members of scientific circles. Each *Chair* is in charge of the administration, use, upkeep, and improvement of its material infrastructure.

When necessary, scientific sectors are also set up in faculties and in institutions as research units which deal with a given range of themes. The *Research Sector* is led by a chief. It is composed of teaching and academic staff members who are principally engaged in research but in some cases also have some regular teaching responsibilities.

The faculties, chairs, and research sectors are composed of a given number of academic staff members and auxiliary personnel. Included in the full-and part-time research staff are professors, doctors of science, docents, candidates of science, instructors, and assistants. Included in the auxiliary personnel are laboratory technicians, and other such institutional personnel. Each institution also has an administrative staff which assists in the accomplishment of all the activities of the respective institution.

The *Affiliate* is a component part of higher education institutes. It is a scientific, teaching, and educational institution in which specialists are trained part-time. *Affiliates* are established as the need arises in some of the main districts of the country.

They are dependent upon the executive committee of the people's councils of the respective districts for the appointment of staff members, for financial matters, and for the establishment of their material infrastructures. With regard to teaching problems, they are under the direction of the institutions with which they are affiliated.

In districts in which institutions offering part-time instruction are located, *Affiliates* are combined with these establishments as unified teaching, educational, and administrative units, while remaining dependent from the point of view of teaching and of research on the respective branches of the higher education institutions concerned.

4. THE TEACHING PLANS

Teaching and educational work in higher education institutions is carried out on the basis of teaching plans which define in general terms the goals of teaching cycles. The plans are approved by the Ministry of Education and Culture. Every teaching plan of a given discipline has its own goals on the basis of which future specialists receive a required level of specialized and broadly based training. In general, teaching plans assume that a given specialist must be capable of coping with professional tasks and, at the same time, be able to carry out research in the sector in which he works.

The plans reflect the above-mentioned three components of schooling: class work, productive labour, and military and physical training, which are given the following proportions: 82%, 12%, and 6% respectively. The class work component is given the greatest weight. During periods of study, the technical faculties dispense 120 to 140 weeks of teaching, while requiring as a rule, 20 weeks of productive labour and professional practice, and 10 weeks of physical and military training. In disciplines with five-year courses, the total number of hours of lessons during periods of study varies from 4,350 to 4,650. In the branches with four-and-a-half year courses, the total number of hours of teaching varies from 3,900 to 4,050, and in the branches with four year courses, from 3,200 to 3,600 hours.

In general, students receive from 30 to 34 hours of instruction a week. The disciplines of the technical sciences have the heaviest loads with 34 hours a week; the social-cultural sciences have the lowest loads with 30 hours a week. The ratio of theory to practice, of the number of hours devoted to lectures as compared to that of hours devoted to seminars, exercises, and laboratory work, is 50 : 50 in the teaching plans of a number of branches. In some cases, the numbers of hours of laboratory work and of exercises have been increased. Thus, in the engineering branches, the hours of laboratory work make up 14% of the total number of hours.

In the teaching plans, the group of socio-political subjects is in general the same in terms of hours spent and order of presentation in all the higher education institutions. It represents 8 to 10% of the total hours in the technical, natural, medical, and agricultural sciences and about 27% in the social and economic sciences.

The teaching plans give special care to the strengthening of basic theoretical subjects such as mathematics, physics, chemistry, and computer sciences, which constitute the theoretical bases of applied disciplines. Thus, in the teaching plans

of the engineering branches, basic theoretical materials take up 10 to 28% of the total number of hours. In general, these subjects are taught in the first two years and evaluated with term examinations.

All the teaching plans include two sessions of examinations: the winter session at the end of the first term and the summer session at the end of the summer term. No more than 9 annual or term examinations (or no more than 6 annual examinations) are given each year. In general, the examination periods of all institutions last 6 weeks.

The knowledge imparted in each subject is spelled out in the teaching programmes which constitute the other important documents of the teaching process. The teaching programmes of subjects are established by the Chairs and approved by the deans' councils. Programmes of subjects which are common to all disciplines and faculties, and of certain very important subjects, are approved by the Ministry of Education and Culture.

The teaching programmes aim at imparting a sound scientific and materialist outlook to specialists during their years of training.

In conformity with the specific characteristics of the different subjects, the teaching programmes have established a proper balance between the material which deals with national problems and that which deals with foreign problems. Likewise, current problems are dealt with in a proper balance with those of the past, the aim being the strengthening of the national and socialist spirit and the updating of the whole teaching and educational process. The experience of the socialist construction of the country in different fields as well as the achievements of science and of technology are reflected in the programmes with reference to concrete examples and are linked organically with the contents of each subject.

In basic theoretical subjects, a new scientific structuring of programmes is reserving an increasingly large place for modern methods of science and of study. In particular, the present development of computer techniques is being stressed.

The latest scientific information is being included in the programmes of applied subjects while empirical treatment is being avoided. Thus, basic principles, main concepts, and the most general methods are imparted.

The teaching programmes ensure an organic linking of theory with practice in order to stimulate a sound mastery of knowledge and to enhance the capacity of students to apply and to create. Special attention has been given in the programmes to the ratio of informative to formative material. Stress has been placed on the latter.

Teaching and educational work is organized on the basis of courses and study groups. As a rule, a study group comprises 20 to 25 students. The dean's council appoints an instructor to be responsible for supervising the progress of each group.

Attendance at all of the above-mentioned forms of teaching and educational activity is obligatory for all students, both undergraduates and postgraduates, undergoing full qualification courses. Unjustified absences are punished by a series of administrative-educational measures. If a student accumulates 24 unjustified absences, he is obliged to repeat the year. If he misses 30% of the lessons for health or for other justifiable reasons, he is also obliged to repeat the year.

The three components of teaching programmes are evaluated on a scale of zero to ten, the highest mark being ten, and the minimum pass mark being five. The subjects which end with an examination are marked on the basis of the

results of these examinations and the work accomplished during the year in seminars, exercises, laboratory work, practical work, etc. For subjects which do not end with examinations, marks are given on the basis of the progress of the student during the year. Examinations are held within the periods defined in the teaching plans and schedules. The dates of examinations are set by the directory (dean's council) in consultation with the students. They are announced one month before the examinations begin. Students are permitted to sit for the examinations in subjects when they have completed the requirements specified in the curricula and the teaching schedules. A student who does not pass his examinations during a given re-examination session because he has not fulfilled the requirements of the subject within the set time must repeat the year and cannot continue his studies in the next year's course. If a student is declared a repeater for the second time in the same or in another course, he is permanently excluded from higher education. Measures to expel students are not applied in cases of illness, military service, or misfortune, when these are confirmed by official documents. Students can continue to attend first year classes, up to three years from the day of enrollment; second year classes, up to four years; third year classes, up to five years and can sit the examinations of the fourth year within six years and those of the fifth year, within seven years of the day of enrollment.

A student who attends classes full-time or part-time can interrupt his studies for only one year and this only in very special instances for personal or family reasons. In such cases, the permission of the dean's council (directory) is required. If a student interrupts his studies without permission, he is suspended from the institution for that year and is declared a repeater.

When students have completed all the requirements and examinations specified in the teaching plans, they are entitled to sit their final examinations or to defend their diploma.

At the completion of studies, students must sit a final examination on Marxist-Leninist thinking in their specialties, or present diploma theses on the subject. Although the final examination in Marxist-Leninist thinking is the same for all disciplines and specialties, it varies according to the faculties concerned. In certain faculties, mainly the technical ones, final examinations in the subjects of specialization consist only of the defence of diploma theses. In the cases of other faculties, students can choose whether or not to sit examinations or to present diploma theses. Students are given the themes of their diploma theses before the start of their final years. Students are permitted to present themselves twice for their final examinations or for the defense of their diploma theses, but only during designated sessions and within two years of the completion of all course work.

Students who have completed all the requirements of the teaching plans which concern them and have passed their final examinations or have successfully defended their diploma theses are awarded the diploma which signifies the completion of higher education.

5. THE ADMISSION OF STUDENTS

Higher education in Albania is available by law to all citizens who have completed their secondary schooling. There are no restrictions as to residence, prior attendance at particular types of secondary schools, class, religion, race, or economic status.

Higher education is characterized by its planned, democratic, and popular character. It is above all intended for the working masses of the country, particularly the working class and the peasantry; hence, priority is given to candidates with origins in these two classes. Albanian secondary education of all types has been constructed in such a way that there is continuity of knowledge and instruction between the secondary and tertiary levels, a practice which increases possibilities for the admission of candidates to higher education. Even the vocational secondary schools of all types include in the structures of their programmes such general or specialized knowledge as to permit graduates to move into higher education in the same or similar area of expertise.

The numbers of candidates to be admitted to each discipline are planned in conformity with the needs of the economy. Priority is given to those who achieve the best results in their secondary school education, for it is assumed that these candidates will best be able to fulfill the requirements for the training of specialists. In addition to school results, candidates are also judged according to their political and moral-ethical standing. The particular inclinations of students and their progress in particular subjects are also taken into account.

As a rule, efforts are made to satisfy the wishes of the candidates as to the choice of study subjects. It is impossible, however, to admit all candidates to their first choice programmes. Therefore, some months before selection takes place, all candidates must list three choices in order of descending priority. For some years now, competitions for admission to a number of disciplines for which special abilities are required have been successfully held. For example, for admission to programmes in architecture, to the Higher Institute of Arts, and to the Institute of Physical Culture, the expressed wishes of candidates are not sufficient for admission. They must also take part in admissions competitions. The requirements are made known publicly to the candidates in advance. Those candidates who are successful in a given competition are admitted to study the subject for which they have competed. Those who do not succeed have the right to continue in other disciplines, subject to the general criteria for admission to higher education.

The norms and requirements for admission are made known to candidates well in advance. The state organs at the centre and at the base give particular

care to their publication. The secondary schools receive the applications of candidates at proper times and transmit them to the institutions concerned.

The admission to higher education of workers who have completed their secondary schooling on a part-time basis is generally done according to the same criteria as for candidates who enroll on a full-time basis. Candidates must have been employed for no less than one year. They are admitted with the approval of their employers to those disciplines which are in line with the work they do.

The various social organizations express their opinions in the most democratic of ways as to the admission of candidates. Their aim is that the army of the people's intelligentsia be completely made up of dedicated people who are ready to sacrifice everything for the construction and the defense of socialism and who share common interests with the working people.

6. RESEARCH AND HIGHER EDUCATION

The higher education institutions of Albania play a special role in the development of scientific activity thanks to the numbers of qualified academic personnel, and the infrastructural base of laboratories and scientific apparatus which they can provide. Therefore research (along with teaching) is a fundamental task of higher education: it contributes to the solution of important problems occurring in the economy, the national culture, and the defence of the Homeland; it participates in the dissemination and encouragement of the theoretical-scientific thinking of production specialists and of advanced experience; it contributes to the enhancement of the ideological and the theoretical-practical level of the educational process. Through knowledge and analysis of the laws of nature and of society, research is able to make generalizations and improvements in theory and in practice by the discovery of solutions to problems which emerge from life.

Research is carried out in the following directions: *first*, it is linked with the development of various branches of the economy and of culture and to the development of theoretical scientific thinking in the country. It is also linked to the generalization of experience that has been accumulated in various fields of the socialist construction of the country, and the solution of important problems of production; *second*, it contributes to the preparation of text books, notes, monographs, and other scientific publications, and *third*, it influences the elaboration of teaching methods which contribute to the improvement of educational work and to the dissemination of the results of significant experiences in pedagogy.

As a constituent part of the fundamental tasks of higher education, research is obligatory for every member of the academic personnel. Each year, the various Chairs analyse the research accomplishment of its members including the compilation of text books, the fulfilment of publication plans, the development of staff research themes, etc. Accomplishments in this domain are evaluated against the job descriptions of individual members of personnel.

The content of the research undertaken in higher education institutions, which has been planned systematically in advance, is distributed among the Chairs, the faculties, and the higher education institutions, including the scientific design and the technological bureaux, as well as the centres of production. Some of the specific principles which govern planning processes and the development and application of research are as follows: that the directions and the tasks of research stem from the present and future needs and requirements of the people's economy; that the line of the masses be applied; that full-time staff members

be fully and rationally employed; that extensive use be made of external collaborators; that the economic efficiency of research be constantly increased and coordinated with all the parts and indices of the development plans of higher education; that the order in which technical-scientific measures are applied and work in phases carried out, be appropriately determined; and that correct proportions between teaching and research be established for academic staff members according to current and future needs etc.

Research is conducted on the basis of plans for scientific work. These include all the research themes which are to be developed in the higher education institutions themselves or in collaboration with other institutes, the plans for the writing and the improvement of text books, monographs, and scientific articles; and projected scientific sessions and conferences, etc. The plans which include the above activities begin with a determination of the range of themes, the time allotted for their completion, and the sizes of various projects.

Depending on the importance of the problem being studied, research projects can be carried out on behalf of different bodies. Some projects are under the responsibility of the ministries and the Council of Ministers. In the latter case, projects are coordinated by the Committee for Science and Technology in collaboration with the State Planning Commission and the Academy of Sciences and then presented to the Council of Ministers for approval. During the four year period, 1981—1984, Albanian higher education institutions were engaged in about 1,500 research projects of which 20% were under the responsibility of the institutions themselves. Of the total number of scientific projects which were carried out in Albania during this period, the higher education institutions conducted 76% and collaborated on 24%. Of the total number of projects which the higher education institutions conducted during this four-year period, 65% were completed before the period ended.

As part of their responsibilities for carrying out research projects, Albanian higher education institutions play a special role in the preparation, supervision and completion of dissertations for candidate of sciences degrees (the first level of postgraduate qualification) and doctor of sciences degrees (the second level). Works produced have resulted in the solution of important problems concerning the economy and culture. Of the total number of dissertation themes of first and second level which were defended over the three year period, 1981—1983, 46% of them originated in higher education institutions. This figure bears witness to the scientific potential of higher education and to the role which it plays in the overall research activity of the country.

The range of research projects undertaken by higher education institutions is drafted in the form of long-term five-year plans and reviewed every year. Thus short-term plans are linked with long-term plans, making the present serve the future. The five-year plans include full research topics; annual plans, however, only include as much of given projects as can be accomplished in one year.

Research is planned in such a way as to ensure that its accomplishment can be monitored easily. To this end, the plans clearly designate stages of work, their purposes, the places in which they will be carried out, the main organs or institutions responsible for them, the assisting organs, the time limits within which the work is to commence and to be completed, and the expenditures envisaged. The final approval of a given research project is given by the organ primarily

responsible for it. The organ in question has the right to accept the project and to amend it in conformity with its particular requirements.

During the four year period, 1981—1984, of the total number of research projects undertaken by higher education institutions, 45 % involved the engineering and agricultural faculties; 29 %, the natural and medical sciences, and 27 %, the faculties of economics, history, linguistics, law and political sciences (see Table 12). Another important direction given to research has been the publication of text books, monographs, scientific articles and brochures. During the three year period, 1981—1983, Albanian scholars published 374 text books, 65 monographs, 1,242 scientific articles, and 63 brochures, all totalling 124,644 pages. (See Table 13) In addition to the above-mentioned means of publication, certain higher education institutions sponsor and publish scientific bulletins and reviews. These publications usually appear quarterly.

In addition to the involvement of instructors and production cadres, students too are involved in research through the scientific associations to which they belong. These associations are based on the science clubs which have been set up and attached to the various Chairs. The latter are reorganized each year. Their activities are programmed and guided by the leading bodies of the scientific association of each faculty or higher education institution. The functioning of the associations is guided by the committee of the youth union of the branch, the faculty, or the institution itself. The leading body of a given association is associated with and assisted by its respective Chair.

Student science clubs carry out their activities under the guidance of instructors assigned to the Chairs to which the clubs are attached. The scientific work of associations and clubs is oriented towards the research activities of Chairs and the tasks which emerge as a result of the technical-scientific revolution. These clubs carry on various activities including experiments, observations, and research which is reflected in the organization of talks and the publication of articles in various scientific publications. The purpose of such activities is to deepen the knowledge of students and to solve concrete problems in the various fields of science and of production. During the year 1984, 194 science clubs with 2,830 members, representing 18 % of the total number of students, functioned in the higher education institutions. During that year, 850 scientific papers and reports were delivered in the clubs while scientific sessions were in progress.

With regard to the age structure of enrolled students, the average age of Albanian students is relatively low. There are no 'perpetual students' and no students who are permitted to take an excessive amount of time to complete their schooling. During 1984, more than 959 of the total number of full-time enrolled students were under 25 years of age. In certain other countries, this same age-group represents only 10 % of the total number of students (see Table 11).

7. ACADEMIC STAFF MEMBERS AND THEIR QUALIFICATIONS

7.1. Faculty ranks and academic degrees

Academic staffs include professors, docents, instructors, and assistants. Auxiliary staffs include laboratory technicians and other workers. The members of academic staffs who have earned scientific degrees: doctorates, and candidacies of sciences are given the scientific titles of professor and docent when they fulfill the requirements as defined in the respective dispositions of the Council of Ministers. The other workers: instructors, assistants, and auxiliary personnel may sit examinations to earn promotions in their professional categories according to the regulations in force.

7.1.1. *Professor* : is the title awarded to those persons who hold the advanced degree, 'Doctor of Sciences', who have extensive scientific and publishing experience at a high level, who guide scientific activities and postgraduate studies, and who carry out and guide high level teaching activities.

7.1.2. *Docent* : is the title which is awarded to those members of scientific and teaching staffs who have earned the advanced degree, 'Candidate of Sciences'. Docents have had extensive scientific and teaching experience, are capable of guiding the qualification of young specialists, and have compiled and published text books, monographs, articles, reports, and other such works. On the basis of a set procedure of public assessment and secret voting which is supervised and approved in the Chair and in the Scientific Council of the institutions concerned, the final approval for the awarding of the above titles is done by the *High Commission for Certification* which is attached to the Council of Ministers.

7.1.3. An *Instructor* can be any graduated specialist who has had not less than five years of work experience at the base, during which he has distinguished himself, who has earned very good study results, and who has been engaged in research. There are three categories of instructors.

7.1.4. An *Assistant* is any specialist with higher education qualifications who has completed his studies with excellent results. He can be engaged immediately after graduation or from the base after he has worked no less than five years. Assistants run seminars, practical and laboratory work, and engage in research under the guidance of more qualified academic staff members.

7.1.5. *Laboratory technicians* and other *auxiliary personnel* assist academic staff members to carry out their teaching and scientific tasks on schedule and according to high standards of quality and of productivity.

The instructors, assistants, laboratory technicians, and other auxiliary personnel are evaluated by the respective organs of the institutions in question.

The amount of research and teaching required of academic staff members is set in conformity with the structure of the school year. The standard annual teaching load is 620—720 converted hours. The loads of the leading cadres (chiefs of Chairs or of clinics, deans, etc.) are reduced. The elements making up teaching loads in higher education institutions are lectures, seminars, supervision of practical work, the conducting of examinations, consulting, and the guidance and review of dissertations. Each of these activities is converted into standard teaching load units. For example, one hour of lecturing is converted into two hours of equivalent teaching load. The supervision of each diploma project is converted into 30 hours, etc. The distribution of the elements of teaching loads is the responsibility of the Chairs.

In order to cope with specific tasks of research, design, and artistic creation, the teaching loads of specific faculty members may be reduced when it can be shown that the peculiarities of the teaching process, would make it impossible for them to accomplish the tasks in question. In such cases, the superior organs are responsible for reducing work loads.

Research, as a mandatory and measurable task for academic staff members, is calculated as part of each person's teaching load. Each year, the Chair determines the time which each staff member needs in order to prepare himself for his teaching duties and to engage in research activities. Thus, the Chair determines the academic work load of each of its members.

Various kinds of educational leave, in addition to the annual holidays of 42 working days, permit staff members to carry out various creative scientific activities.

7.2. The academic staff structure

As a result of the rapid development of higher education, the number of academic staff members has greatly increased. From 13 instructors in 1950 and 288 in 1960, their number had reached 1,360 by 1983, not counting the auxiliary personnel with academic degrees.

The number of students per instructor has fallen from 23.3 in 1960 to 14.3 in 1983.

Notable changes have taken place in the level of qualification of higher education staff members. In 1984, of the total number of teaching and scientific cadres, both full-time and auxiliary, 2.5% were Professors or Doctors of Science; 15%, Docents or Candidates of Science; 43%, instructors; and 39%, assistants and laboratory technicians with higher education qualifications.

In addition to the full-time scientific and teaching staff, some of the qualified cadres who work in the Academy of Sciences, the scientific research institutes, and the production enterprises, also teach in the higher education institutions. In 1984, about 30% of the Albanian work force holding academic degrees and more than 10% of those with scientific titles were concentrated in the various institutions of higher education.

Appreciable improvements have also occurred in the social structure of academic staff. Thus whereas in 1980 only 21% of the full-time teaching staff were of worker origin, the percentage had gone up to 27% in 1984. An analysis of the

changes in the class composition of the teaching staff during the years 1980—1984 is presented in the following table:

Academic year	Social class origins expressed in percentages		
	workers	peasants	other employees
1979—1980	21.5	31.2	47.3
1980—1981	23.6	30.2	46.2
1981—1982	22.7	28.9	48.4
1982—1983	24.9	27.5	47.6
1983—1984	27.2	27.4	45.4

The full-time academic staff of Albanian higher education institutions is also characterized by its relative youthfulness. In 1983, of the total number of higher education teachers, 22% were under 30; 30% were 31—40 years old; 29%, 41—50 years old; and 19%, over 51 years old.

The analysis of the age structure with regard to its tendency to increasingly favour the younger age groups is best understood if its presentation is accompanied by a presentation of the structure according to length of service. In 1984, full-time academic staff members with up to five years of work experience represented 43% of the total number of teachers as against 28% in 1980.

Further changes have occurred with regard to sex distribution. The percentage of women in the composition of the teaching staff has steadily increased during the development of higher education. Whereas in 1950 only 8% of the total number of teaching staff members in higher education were women, it had reached 23% in 1983.

It should be pointed out that in 1984, about 59.5% of the teaching staff members were employed at the University of Tirana; 21%, at the Agricultural Institutes of Tirana and Korça; 10.5%, in the district pedagogical institutes; and 9%, at the Higher Institute of Arts and the Higher Institute of Physical Culture in Tirana (see Table 14).

The institutions of higher education of Albania were at the basis of the creation of the country's Academy of Sciences and of a series of scientific institutes. A series of research institutes that has been created within the University of Tirana was transferred to the jurisdiction of the Academy of Sciences of Albania. The institutes in question include the Institute of History, the Institute of Linguistics and Literature, the Institute of Folk Culture, the Institute of Nuclear Physics, the Centre for Computer Mathematics, the Seismological Station, and the Hydraulic Research Laboratory.

7.3. Postgraduate studies

Full-time and part-time postgraduate study is available. Its forms include course work, seminars, the preparation of reports, and the preparation of and attendance at lectures and scientific conferences. Both the degrees of candidate of sciences and of doctor of sciences can be earned.

The higher education institutions organize and carry out the long-term postgraduate specialization of experts in different fields of the economy and of culture, through collaboration with the relevant central departments and institutions. Long-term (1—3 year) postgraduate specializations are organized and conducted by the institutions, while short-term specializations are organized directly by specific departments which are aided by higher education institutions which assume parts of the teaching loads.

Postgraduate qualifications are earned in two steps as only some of the institutions offer full programmes. The first step is accomplished when the candidate has taken and passed a given set of postgraduate examinations and has prepared and successfully defended a *Candidate of Sciences* dissertation. The second step is realized with the preparation and successful defense of a *Doctor of Sciences* dissertation.

The admission of candidates for the first step of this process takes place each year in those fields and in those institutions which have been designated in the state plan. Candidates are selected according to the final results which they obtained in their undergraduate studies, their research activities, the results which they have achieved in production, etc.

The Chairs are responsible for proposing candidates who must be approved by the Rectorates. The designated supervisors work out study plans for the candidates relative to the sitting of examinations and the preparation of dissertations. The time allocated for the completion of the first step is five years for part-time study and three years for full-time study. The dissertation is examined and approved by the Chair and by the scientific council of the Faculty in question on the basis of a given procedure and time schedule. The final approval is given by secret ballot by the High Commission for Certification.

Persons who wish to defend dissertations for the academic degree, *Candidate of Sciences* other than at the institutions approved for them can do so provided they fulfill the same requirements and follow the same procedures for the sitting of examinations and the preparation and defense of dissertations as the regularly assigned candidates. Special postgraduate students, however, do not enjoy the right to paid creative leave and some other advantages enjoyed by regular students.

Persons who have earned the academic title, *Docent*, or the academic degree, *Candidate of Sciences*, may present dissertations for the degree of *Doctor of Sciences*. Rather than defending their dissertations before the Chairs and the scientific councils of Faculties, candidates for Doctor of Sciences degrees can defend them before the scientific councils of the respective institutions. Final approvals are granted by the High Commission for Certification.

The development of higher education, and the measures which have been taken to further raise the level of postgraduate studies, have been accompanied by increases in the numbers of persons who have taken the first and second postgraduate degrees. During the three year period, 1980—1983, about 400 first and second degree dissertations were defended as against 114 during the six year period, 1975—1980. An analysis by groups of disciplines of the dissertations defended during the 1981—1983 period for the first and second postgraduate degrees indicates that 39% of them pertained to the technical-natural sciences; 31%, to the biological, agricultural and medical sciences; and 30%, to the social sciences (see Table 15).

The obligatory enrollment of academic staff members in study programmes leading to *Candidate of Sciences* degrees has increased the numbers of dissertations emanating from the sector of higher education. The total number of first and second level dissertations indicates, when broken down according to places of employment, that for the three year period, 1981—1983, 46% were earned by the personnel of higher education institutions; 20%, by members of the Academy of Sciences; and 34%, by the employees of research institutes and by workers. Many of the dissertations which were written by the latter two groups were supervised by the Chairs of the various institutions (see Table 16).

One of the tasks of the higher education institutions is the organization and supervision of postgraduate courses for specialists in various disciplines related to the economy and to culture. These courses last one to three years. In recent years, the numbers of them which are offered by the higher education institutions, particularly the universities, have increased appreciably. They rose from 16 in 1981 to 42 in 1984. Of the total number of courses which functioned in 1984, 36% were organized by the faculty of medicine; 19%, by the engineering faculties; 12%, by the faculty of natural sciences; and 10%, by the Higher Institute of Agriculture (see Table 17).

The organization of postgraduate courses takes place in accordance with the state plan. They are established by decision of the Council of Ministers and have as their purpose the advanced and further training of specialists in particular fields of interest, for example the training of cardiologists, surgeons, etc.

Given these stipulations, the cadres admitted to postgraduate courses such as these are generally university graduates who have earned good marks and have performed well in their employment. Candidates must be well trained in the broader field for which the course will offer a narrow specialization. They must also be relatively young, as a rule not more than 30 years old. To be admitted to postgraduate specialization courses, candidates must have had at least two years of work experience, except in cases of those specialized in theoretical fields or those who have graduated from undergraduate programmes with first class honours.

The teaching plans for postgraduate specialization courses are approved by the Ministry of Education and Culture and the concerned ministries. The specific programmes of lessons are approved by the dean's council of specific faculties. The school years for such courses is 32—40 weeks of lessons and four weeks for examinations. The levels of knowledge acquired in the various subjects of the teaching plans are evaluated with marks.

Those who participate in these postgraduate courses receive salaries, normal periods of leave, and use of libraries and laboratories; they are housed and permitted to use the student dining halls.

8. OTHER SIGNIFICANT CHANGES IN THE STRUCTURE OF HIGHER EDUCATION

8.1. The promotion of women in higher education

During the period of socialist construction in Albania, the way was cleared for the emancipation of women. The results achieved were inspired by the thesis that "the degree of emancipation of women represents the natural gauge of general emancipation". The results achieved give proof of the advances which have been made in the lives of Albanian women. One of the factors which has ensured this emancipation, and at the same time one of the indicators of this emancipation, is the rise in the educational level of women and the narrowing of the differences between males and females at all levels of schooling, including higher education.

An analysis according to sex of the educational level of the population and its rate of increase gives proof of the increasing rate of schooling of females in comparison to that of males. It also illustrates the improvements in the structure of the educational level according to links in the school system. The characteristic feature is that given the transition from one educational level to another (7-and-8 year, secondary and higher education), and taking the rates of the level of schooling of male pupils as the base (100%), the level of increase of the schooling of female pupils during this period has been 119% for 8-year schooling; 135% for secondary schooling; and 154% for higher education.

This increase is due first of all to the changes continuously taking place in the structures according to sex of the new contingents of students admitted to higher education. Whereas in 1960 the proportion of girls in the new entrants to higher education was 19%, it had reached 24% in 1970 and 50.3% in 1980. Consequently, the proportion of women in the total number of students attending higher education institutions rose from 16.6% in 1960 to 32.5% in 1970 and on to 46.4% in 1983. In certain faculties and disciplines, such as economics, history, languages, natural sciences, medicine, etc., the proportion of women in the total number of students varies from 50 to 72%.

These changes in higher education are linked to the improvements which have taken place in primary 8-year, and secondary schooling with regards to admissions and school attendance according to sex. In Albania today, almost half the pupils enrolled in the secondary schools are girls. Prior to liberation, the figure was 22%.

The more rapid increase in the numbers of women than that of men enrolled in higher education institutions has brought about improvements in the proportions by sex of the numbers of cadres who are graduates. Whereas in 1965, women were 11.9% of the total number of cadres, the number had increased to 34% in

1983. In certain specialties, the percentage is even higher, reaching, for example, 70% for pharmacists, 48% for economists, and 45% for general physicians and industrial chemists (see Table 6).

The participation of women on all the fronts of socialist construction, including the sector of education, is a very significant indicator of the increased emancipation of women. In 1983, the percentage of women in the total number of working people was 48%, while in the sector of education, it was 52%. In 1983, women represented about 53% of the total number of teachers. In higher education specifically, the role of women as educators and as scientists has been enhanced. The proportion of female teaching staff members in higher education institutions in 1983 was 23% as compared to 13% in 1970.

8.2. The social composition of the higher education population

The considerable change in the social-class structure of Albanian society has led to steady increases in the proportion of workers in society. In 1979, the latter made up 38.2% of the total population. During the same period, peasants made up 50.2% of society and other employees, 11.6%.

These changes also affected the social composition of higher education. As a result, in 1981, 43% of the students admitted to higher education were of worker origin; 25.2% were of peasant origin; and 31.8%, from families of employees (see Table 7).

It is characteristic of higher education in Albania that its development took place within the framework of the socio-economic evolution of the country, priority being given to material production and to the acceleration of the rates of technical-scientific progress. This characteristic requires that priority be given to the training of specialists and the development of faculties and specialties which favour the emergence of a technical intelligentsia including engineers, agronomists, and economists as well as educational cadres.

From its past, Albania inherited an unbalanced distribution of educated cadres. In the years immediately preceding liberation, engineers, agronomists, and economists made up 25% of these cadres; doctors and pharmacists, 45% while the remainder consisted mainly of lawyers and other such professionals. As a result of measures taken to make higher education serve the needs of the socio-economic development of the country, these proportions were radically changed. By 1983, about 48% of the total number of cadres were engineers, agronomists, and economists; 34% worked in the sector of education and culture; while only 10% were medical doctors (see Table 8). The improvement in the educational backgrounds of cadres according to specialties is a consequence of the priority given to the development of faculties which mainly train technical-managerial cadres for various branches of material production. Whereas in 1960 the percentage of students who were attending faculties of engineering, agriculture, and economics was only 40% of the total number of enrolled students, the figure had increased to 68% in 1983 (see Table 9).

As regards the distribution of cadres according to sectors (ministries), the overwhelming majority of them work in the sectors of education and industry, followed by health and construction (see Table 10).

8.3. Aspects of the geographical development of higher education

The rational distribution throughout Albania of productive forces in general and of industry in particular is one of the features of the country's economic development. Albania not only inherited a low level of production but also an uneven distribution of means of production. These inequalities and disproportions have been steadily reduced. The results in this direction are obvious.

The progress based on the harmonious socio-economic development of higher education finds its expression in the increasingly proportional enrollment of students from all the districts of the country. Higher education institutions as well as cadres are distributed as proportionally as possible throughout the country; they are not all concentrated in the capital city.

In 1984, 18.5% of the total number of students enrolled in higher education institutions came from the eight most remote and least developed districts of the country: Kolonja, Tropoja, Përmet, Mat, Puka, Saranda, Pogradec, and Tepelena. At the time, the population of these districts was only 13.8% of the population of the country. At the basis of these proportions is an objective policy in favour of a balanced socio-economic development of districts. One should also stress in this context the deliberate education policy which favours the admission of students from the less developed and more remote districts, particularly the remote, rural and mountainous zones.

Another distinguishing feature of Albanian higher education is its rational distribution throughout the country. Although the area of Albania is small, institutions of higher education have been established in the outlying districts of the country, as well as in the capital. The University, the Higher Institute of Agriculture, the Higher Institute of Arts, and the Higher Institute of Physical Education are in the capital. In the centres of several main districts, particularly outlying ones, there are four other institutions and affiliated branches of the "Enver Hoxha" University of Tirana. There are three higher pedagogical institutes in Shkodra, Elbasan, and Gjirokastra respectively, while Korça is the home of the Higher Institute of Agriculture. In 1983, about 20% of the total number of students attended classes at these institutions. Their creation has played a specific role, both in the concentration of cadres in certain given specialties, and in the harmonious socio-economic development of the country.

The Higher Pedagogical Institute of Shkodra created in 1957 can serve as an illustration. It has five branches. Over a period of 25 years, it graduated 7,674 teachers who make up about one fifth of the total number of teachers in Albania.

9. THE PHYSICAL FACILITIES OF HIGHER EDUCATION INSTITUTIONS

The buildings of institutions, their equipment and furniture, their teaching and scientific laboratories, their classrooms, their libraries, and their affiliates: the gymnasia and sports facilities, the bases of productive labour, the student residence halls, and the socio-cultural buildings with their equipment — all comprise the physical facilities of higher education. They are socialist property placed at the disposal of students and academic staff members for the accomplishment of teaching, educational, and scientific work.

The development of higher education has been accompanied by the continuous expansion and modernization of these physical facilities. The strengthening of this base had been achieved thanks to constant investment and generous allocations of funds including increasing amounts of foreign currency spent by the socialist state for the purpose of creating the most appropriate conditions for enhancing the teaching and scientific activity of students and teachers. Today the physical facilities, buildings, etc., of higher education are of such proportions and variety as to permit the accomplishment of research and teaching functions as well as a comfortable life for undergraduate and postgraduate students.

In 1984, there were 310 laboratories intended for teaching and research and 134 specialized classrooms, as compared to 183 and 38 respectively in the year 1970. In 1984, two faculties alone, the Faculty of Natural Sciences and the Faculty of Mining of the "Enver Hoxha" University of Tirana had 75 laboratories for teaching and research, a botanical garden, and a museum of natural sciences. In 1967, these faculties had no more than 24 laboratories.

Physical facilities of various enterprises and the different research institutes and sectors are placed without restriction at the disposition of students and academic staff members for the needs of the educational process. The students and teachers of the higher education institutions programme conduct practical lessons and scientific experiments in the plants, factories, mines, collective farms, livestock complexes, and so on. These plants and factories have been turned into laboratories in the broadest sense of the term — laboratories which serve higher education just as those of higher education institutions have been turned into experimental sectors which directly and indirectly serve the needs of production.

The installations of colleges and universities are used by students and academic staff members free of charge. Additionally in a number of cases, depending on the specific nature of the institute, students are even given items of individual equipment free of charge. The cost of research undertaken by academic staff members is also funded by the state budget.

9.1. University libraries

The libraries are component parts of the material bases of the colleges and universities. Increases in the number of books and in general of the library services of the whole country and of the higher education institutions in particular are indications of the growth in the potential of higher education. The number of books in Albanian libraries has increased from 2,000,000 in 1950 to 3.7 million in 1983. A good part of this fund is under the direct administration of the higher education institutions. The library of the "Enver Hoxha" University of Tirana alone has more than 666,000 books and periodicals; that of the Higher Pedagogical Institute in Shkodra, 10,000; that of the Higher Institute of Agriculture in Tirana, 15,529; and so on. The college and university libraries receive every publication that is produced in Albania and many publications from other countries. Increases in the numbers of locally produced publications have led directly to an increase in the sizes of collections of books in Albanian libraries. Whereas in 1983, 183,000 books were printed in Albania, the number had risen to 8 million in 1983. Albanian libraries continually increase the numbers of books in their collections by means of exchange links among themselves and with foreign countries and by photo duplication. Favourable conditions have been created for the use of the library services of the institutions of higher education by their teaching staff members. The measures taken include increases in the numbers of specialized affiliates attached to faculties, and the publication of catalogues and bibliographies

10. INTERNATIONAL RELATIONS

From the very time that it was created, Albanian higher education has been closely linked with the world of culture and of science. All the teaching plans and programmes, the textbooks and other scholarly publications, the material base for teaching and research, the whole organization and direction of the higher education system indicate that all the Albanian institutions of higher education reflect the achievements of world culture and science.

Indeed, the aim throughout the entire teaching and scientific process of the various disciplines and specialties is to reflect contemporary scientific thinking.

The latest achievements of contemporary technical-scientific progress as well as cultural development are adapted to the conditions of Albania and reflected in the documentation made available to the schools as well as in the textbooks and scholarly publications. The fact that the study and mastery of a foreign language is obligatory in all colleges and universities is evidence of the desire to intensify relations and to ensure the creative assimilation of the valuable achievements of contemporary world science and culture.

These fundamental principles are complemented by other reciprocal relations, such as the qualification of teachers and of students, exchanges of teaching staff members, and the publication of books by foreign authors and scientists. In this context, reciprocal relations for the exchange of publications play an important role. In 1984, the library of the University of Tirana alone conducted exchanges with more than 425 libraries in 89 different countries of the world, sending out 1,360 requested copies of Albanian publications and receiving copies of 2,100 different foreign publications.

Albanian institutions of higher education have co-operation agreements with foreign universities and international organizations. For example, the "Enver Hoxha" University of Tirana has bilateral relations with the University of Algiers and the University of Rome, as well as reciprocal exchanges with higher institutions in Turkey, Greece, Italy, France, Austria, and other countries. These links make possible the rapid exchange of more complete information about changes that occur in the teaching process and in research. Certain Chairs of the university have more intensive relations with the Chairs of Albanian language, literature, history, Albanology, etc., of other universities. Albanian academic staff members participate in various international scientific forums and meetings and host foreign scientists who come to Albania for purposes of study.

Albania collaborates closely with the European Centre for Higher Education (CEPES) headquartered in Bucharest, Romania. Through its Ministry of Education and Culture, it takes part in international meetings which have to do with the development of higher education.

11. LIST OF TABLES

- Table* 1 Figures relative to the development of higher education
- Table* 2 Primary, secondary, and tertiary level students
- Table* 3 The structure of population according to levels of education
- Table* 4 Funding from the state budget for social-cultural affairs
- Table* 5 The proportion of girls/women in education
- Table* 6 Percentage of women graduates in the total number of specialists with academic degrees according to certain professions
- Table* 7 The social composition of students admitted for the 1984-1985 academic year
- Table* 8 Employees with academic degrees by occupational categories
- Table* 9 The numbers of students per faculty attending institutions of higher education
- Table* 10 The distribution of holders of academic degrees according to sectors (ministries) for the years 1970, 1980, and 1983
- Table* 11 The age group structure of the student population in 1984
- Table* 12 Research activities and staff involvement per institution during the 1981-1984 period
- Table* 13 Publishing activity during the 1981-1983 period
- Table* 14 Distribution of academic teaching staff members by institution
- Table* 15 The numbers of postgraduate dissertations defended in different groups of disciplines
- Table* 16 Distribution of first and second level postgraduate dissertations by places of employment
- Table* 17 Numbers of long-term graduate qualification courses and enrollments in them

Table 1

Figures relative to the development of higher education

	1950	1960	1980	1983
Number of Higher Education Institutions	1	6	8	8
Students:	300	6,700	14,600	19,500
— Full-time	100	3,500	8,800	14,600
— Part-time	200	3,200	5,800	4,900
Numbers of teachers	13	288	1,103	1,360
Numbers of graduates	—	690	2,877	3,757

Table 2

Primary, secondary and tertiary level students

	1938	1950	1960	1983
Total numbers of students:	56,300	178,000	311,500	713,500
— Full-time	—	174,700	268,000	641,500
— Part-time	—	3,300	43,500	72,000
Total numbers of students enrolled in secondary schools:	1,700	6,800	29,900	156,200
— general:	800	2,000	15,800	32,500
— vocational:	900	4,800	14,000	123,700
Students per 1,000 inhabitants:				
— secondary education	54	146	194	251
— tertiary education	—	—	4	7
Number of educators and teachers	1,551	5,423	10,874	39,342

Table 3

The structure of the population according to levels of education

Census year

	1950	1960	1979
Population			
— with elementary schooling only	83,700	67,600	33,100
— with 7- and 8-year schooling	9,800	22,200	41,600
— with secondary schooling	5,900	8,400	20,900
— higher education	600	1,800	4,400

Table 4

Funding from the state budget for social-cultural affairs

EXPENDITURES	1950	1960	1970	1983
A. Total in millions of leks	98	600	1,210	2,233
— for education and for culture	59	250	554	891
B. Leks per head of population	80	369	556	786
— for education and for culture	48	154	259	314

The proportion of expenditures for social-cultural affairs in the total state budget increased from 15% to 27% in 1983. The education and culture budget, as part of the budget for social-cultural affairs, increased from 32.8% in 1960 to 40.4% in 1983.

Table 5

The proportion of girls/women in education

	1938	1960	1970	1983
Percentage of girls/women in the total number of students enrolled in all categories of higher education institutions	32.1%	39.6%	45.6%	47.0%
— Educators and teachers	27.5%	38.9%	50.0%	53.4%
— Students enrolled (higher education)	—	16.6%	32.5%	46.4%
— Full-time teachers in higher education	—	13.2%	14.6%	22.6%

Table 6

Percentage of women graduates in the total number of specialists with academic degrees distributed according to certain professions

	1960	1970	1983
— Engineers	5.8%	9.9%	19.9%
— Agonomists, veterinarians, and specialists in zootechny	6.6%	3.9%	18.1%
— Economists	17.1%	17.6%	46.3%
— Doctors, dentists, pharmacists	18.6%	26.2%	48.6%
— Teachers	25.3%	26.4%	41.3%

Table 7

The social composition of students admitted for the 1984-1985 academic year

HIGHER EDUCATION INSTITUTION	Total of new admissions	social origin expressed in percentages		
		worker	peasant	office employee
— "Enver Hoxha" University of Tirana	2,214	49.8 %	12.2 %	38.0 %
— Higher Institute of Agriculture, Tirana	860	29.9 %	58.1 %	12.0 %
— Higher Institute of Agriculture, Korça	184	21.7 %	68.5 %	9.8 %
— Higher Institute of Arts	149	37.6 %	2.0 %	60.4 %
— Higher Institute of Physical Culture	110	51.8 %	5.5 %	42.7 %
— Higher Pedagogical Institute, Shkodra	218	40.4 %	23.4 %	36.2 %
— Higher Pedagogical Institute, Elbasan	214	45.8 %	19.6 %	34.6 %
— Higher Pedagogical Institute, Gjirokastra	98	41.8 %	20.4 %	37.8 %
All institutions of higher education	4,047	43.0 %	25.2 %	31.8 %

Table 8

Employees with academic degrees, according to occupational categories

Speciality	1938	1950	1960	1970	1980	1983
Total population with academic degrees	390	620	4,245	15,189	47,551	55,899
— Engineers	35	64	956	3,491	9,438	10,755
— Agronomists, veterinarians, and zootechnological experts	45	65	679	1,768	6,411	7,864
— Doctors, pharmacists, dentists	169	180	549	2,071	5,141	5,693
— Economists	15	35	668	1,820	6,533	8,118
— Education and Culture	—	—	—	4,537	16,069	18,785
— Social Sciences	126	276	1,393	534	1,197	1,285
— Others	—	—	—	968	2,762	3,399

Table 9

The numbers of students per faculty, attending institutions of higher education

Colleges and faculties	1960		1983	
	Number	Percent	Number	Percent
All institutions	6,803		19,446	
"Enver Hoxha" University of Tirana	4,656	68.2%	9,889	50.7%
— Faculty of Economics	826	12.3%	2,861	14.7%
— Faculty of Geology and Mining	—	—	1,041	5.3%
— Faculty of History-Philology	982	14.5%	646	3.3%
— Faculty of Engineering	1,192	16.9%	3,078	15.8%
— Faculty of Medicine	635	9.4%	868	4.4%
— Faculty of Political Sciences	397	5.9%	415	2.1%
— Faculty of Natural Sciences	624	9.2%	980	5.1%
Higher Institute of Agriculture, Tirana	743	11.0%	5,328	27.5%
— Faculty of Agronomy	585	8.7%	2,032	10.4%
— Forestry	55	0.8%	48	0.5%
— Veterinary Science	103	1.5%	1,043	5.3%
— Agricultural Economics	—	—	2,205	11.3%
Higher Institute of Arts	65	1.0%	386	2.0%
Higher Institute of Physical Culture	—	—	422	2.2%
Higher Institute of Agriculture, Korça	—	—	739	3.8%
The Higher Pedagogical Institutes	1,339	19.8%	2,682	13.8%
Affiliates of higher education institutions	—	—	—	—

Table 10

The distribution of holders of academic degrees by sectors (ministries) for the years 1970, 1980, and 1983

Sectors (Ministries)	1970		1980		1983	
	Number	Percent	Number	Percent	Number	Percent
Total number of cadres with academic degrees:	10,024	71.2%	33,602	70.6%	38,901	69.7%
— Sector of education	4,971	32.7%	16,468	34.6%	19,218	34.4%
— Sector of industry	2,220	14.6%	7,173	15.1%	8,046	14.4%
— Sector of health	1,120	12.6%	5,149	10.8%	5,682	10.2%
— Sector of construction	786	5.2%	2,044	4.3%	2,166	3.9%
— Sector of transport	252	1.7%	569	1.2%	757	1.4%
— Sector of trade	473	3.1%	1,470	3.1%	1,864	3.3%
— Sector of communal economy	202	1.3%	729	1.5%	1,168	2.1%

Table 11

The age-group structure of the student population in 1984

Institution	Full-time and part-time students			Full-time students only		
	under 25 years	25—26 years	27 years and over	under 25 years	25—26 years	27 years and over
All higher education institutions	83.4%	6.4%	10.2%	95.3%	2.8%	1.9%
"Enver Hoxha" University of Tirana	88.2%	5.5%	6.3%	96.2%	2.7%	1.1%
Faculty of Mechanical and Electrical Engineering	90.8%	5.1%	4.1%	95.6%	2.8%	1.6%
Faculty of Engineering and Construction	90.8%	4.3%	4.9%	94.7%	3.3%	2.0%
Faculty of Geology and Mining	90.0%	7.8%	2.2%	90.0%	7.8%	2.2%
Faculty of Economics	87.3%	6.7%	6.0%	98.1%	1.6%	0.3%
Faculty of History-Philology	87.6%	4.4%	8.0%	99.0%	0.7%	0.3%
Faculty of Political-Juridical Sciences	65.9%	7.6%	26.5%	98.2%	1.4%	0.4%
Faculty of Natural Sciences	96.9%	1.6%	1.5%	96.9%	1.6%	1.5%
Faculty of Medicine	95.3%	2.2%	2.5%	95.3%	2.2%	2.5%
The Higher Institute of Agriculture	92.7%	4.9%	2.4%	98.2%	1.4%	0.4%
Faculty of Agronomy	92.3%	5.1%	2.6%	98.0%	1.5%	0.5%
Faculty of Veterinary Science	100.0%	—	—	10.0%	—	—
Faculty of Zootechny	94.8%	2.6%	2.6%	98.4%	1.6%	—
Faculty of Forestry	100.0%	—	—	100.0%	—	—
Faculty of Agricultural Economy	89.1%	7.6%	3.3%	97.2%	2.0%	0.8%
The Higher Institute of Arts	85.6%	7.0%	7.4%	85.6%	7.0%	7.4%
The Higher Institute of Physical Culture	69.0%	13.5%	17.5%	98.3%	1.3%	0.4%
The Higher Pedagogical Institute	58.8%	8.6%	32.6%	88.6%	3.0%	8.4%

Table 12

**Research activities and staff involvement per institution during the
period 1981-1984**

Institutions	No. of research projects being undertaken	on behalf of:						No of projects completed for			No. of staff involved in research
		the govern- ment		the depart- ment		the insti- tution		the government	the department	the school	
		conducts	collaborates	conducts	collaborates	conducts	collaborates				
"Enver Hoxha"											
Univ. of Tirana	1,091	11	74	55	90	861	—	5	6	530	765
H. I. of Agriculture, Tirana	186	2	8	5	31	140	—	4	4	90	218
H. I. of Arts	36	—	—	—	2	34	—	—	—	21	45
H. I. of Physical Culture	111	—	1	—	7	103	—	—	6	100	130
H. I. of Agricul- ture Korça	20	—	—	—	3	17	—	—	1	11	23
H. I. of Pedagogy, Elbasan	32	—	3	8	—	21	—	1	7	13	44
H. I. of Pedagogy, Gjirokaster	19	—	—	2	2	15	—	—	1	8	33
H. I. of Pedagogy, Shkodra	40	—	2	—	4	34	—	1	2	15	38

Table 13

Publishing activity during the 1981–1983 period

Institution	Textbooks		Monographs		Brochures		Scholarly articles	
	Number of copies	Pages	Number of copies	Pages	Number of copies	Pages	Number of copies	Pages
“Enver Hoxha” University of Tirana	261	63,618	45	7,489	36	4,799	747	8,707
H. I. of Agri- culture, Tirana	71	20,720	14	2,900	21	2,002	222	2,210
H. I. of Arts	5	1,054	1	320	1	200	7	141
H. I. of Physic- al Culture	10	1,845	—	—	1	180	28	371
H. I. of Agri- culture, Korça	1	100	—	—	1	134	1	13
H. I. of Peda- gogy, Elbasan	4	720	3	750	—	—	16	235
H. I. of Pedagogy, Gjirokaster	5	150	—	—	2	140	21	205
H. I. of Pedagogy, Shkodra	17	2073	2	1,350	1	30	200	1,828
Totals	374	90,280	65	12,809	63	7,485	1,242	13,710

Table 14

Distribution of academic teaching staff members by institution

INSTITUTION	1979—1980		1981—1982		1983—1984	
	no.	%	no.	%	no.	%
Teaching staff members in all institutions	1,085		1,242		1,419	
„Enver Hoxha Univ. of Tirana”	643	59.2%	747	60.1%	845	59.5%
H. I. of Agriculture Tirana	191	17.6%	228	18.4%	259	18.3%
H. I. of Arts	67	6.2%	66	5.3%	80	5.6%
H. I. of Physical Culture	43	4.0%	43	3.5%	48	3.4%
Higher Pedagogical Institute of						
Shkoder	61	5.6%	59	4.8%	65	4.6%
Gjirokaster	21	1.9%	29	2.3%	38	2.7%
Elbasan	28	2.6%	35	2.8%	45	3.2%
H. I. of Agriculture Korça	31	2.9%	35	2.8%	39	2.7%

Table 15

The numbers of postgraduate dissertations defended in different groups of disciplines

	1975—1980	1981—1983	1981	1982	1983
	Candidate and Doctor of sciences	Candidate and Doctor of sciences	Candidate and Doctor of sciences	Candidate and Doctor of sciences	Candidate and Doctor of sciences
The technical and natural sciences	32	157	35	55	67
The social sciences	34	119	42	33	44
The biological, agricultural, and medical sciences	48	124	55	36	33
Total	114	400	132	124	144

Table 16

Distribution of postgraduate first and second level postgraduate dissertations by places of employment

Year	Total	"Enver Hoxha" University of Tirana	H. I. of Agriculture,	Other institutions	Academy of Sciences	Research institutes, Production and services
1981	132	49	6	5	24	48
1982	124	46	6	2	21	49
1983	144	60	7	7	33	37
Total for years years	400	155	19	14	78	134

Table 17

Numbers of long-term graduate qualification courses and enrollements in them

Institutions	1981		1982		1983		1984	
	No. of courses	No. of enrollments	No. of courses	No. of enrollments	No. of courses	No. of enrollments	No. of courses	No. of enrollments
Total number of institutions	16	121	29	237	25	235	42	366
"Enver Hoxha" University of Tirana	14	102	27	207	20	178	34	298
Higher Institute of Agriculture, Tirana	1	5	2	15	4	37	4	42
Others	1	14	2	15	1	20	14	26

Printed by ARTEXIM, Bucharest — Romania



OTHER

CEPES

PUBLICATIONS

NEW FORMS OF HIGHER EDUCATION IN EUROPE

(Report on a symposium organized at CEPES, 13–15 January 1976. Articles are written in English, French or Russian). Bucharest, 1976, Bibliogr., 185 p.

CONSULTATION FOR THE PREPARATION OF A STUDY ON ACCESS TO HIGHER EDUCATION IN EUROPE

(Report on a symposium organized at CEPES, 18–20 October 1977. Articles are written in English, French or Russian). Bucharest, 1978, Bibliogr., 191 p. (out-of-print)

ACCESS TO HIGHER EDUCATION IN EUROPE

Bucharest, 1981, 90 p. (also available in French and Russian).
ISBN 92-3-101942-2

INTERUNIVERSITY CO-OPERATION IN THE EUROPE REGION

Bucharest, 1981, 80 p. (also available in French and Russian)
ISBN 92-3-101941-4

HIGHER EDUCATION AND MAN-POWER PLANNING

A comparative study of planned and market economies
(O. Fulton, A. Gordon, G. Williams ed.)
A joint project undertaken by the ILO and Unesco Centre for Higher Education (CEPES)

Published by ILO, Geneva, 1982, Bibliogr., 127 p.
ISBN 92-2-102973-5 (out-of-print)

INTERDISCIPLINARITY IN HIGHER EDUCATION

A study established by Thor Einar Hanisch following a symposium organized by the European Centre for Higher Education in Bucharest, 24–26 November 1982.
Bucharest, 1983, Bibliogr., 107 p.

HIGHER EDUCATION AND ECONOMIC DEVELOPMENT IN EUROPE 1975–1980

(A statistical and economic study)
A study, in two volumes, established by Professor Petre Burloiu, drawing on sources from the UN, UNESCO, ILO, the World Bank, etc., and on statistical data provided by Member States.
Bucharest, 1983, 2 vols.
ISBN: 92-3-002232-X.

EFFICIENCY IN HIGHER EDUCATION

(Proceedings of a Seminar. English, 1986, 149 p.)
ISBN 92-3-102350-0

PLANNING IN HIGHER EDUCATION

(Two comparative studies. English, 1986, 120 p.)
ISBN 92-9069-101-8

HIGHER EDUCATION AND RESEARCH

(Proceedings of a Symposium. English, 1986, 119 p.)
ISBN 92-9069-103-4

To obtain these publications please write to:

European Centre for Higher Education
39, Știrbei Vodă Street
Bucharest, Romania

MONOGRAPHS

ON HIGHER

EDUCATION

1. Higher Education in Switzerland
(French 1981, English 1984)
2. Higher Education in the United
States (1982)
3. Higher Education in Norway (1983)
4. Higher Education in Bulgaria (1983)
5. Higher Education in the German
Democratic Republic (1983)
6. Higher Education in the Byelorussian
SSR (1983)
7. Higher Education in the Netherlands
(1985)
8. Higher Education in the Ukrainian
SSR (1985)
9. Higher Education in Hungary (1986)
10. Higher Education in Albania (1986)